

Superintendent Professional Growth and Effectiveness System (SPGES) Evidence Examples 2014

The following is a list of compiled evidence examples from practicing superintendents participating in 2014 Educational Cooperative trainings on SPGES. Each example could be expanded in narrative form if desired to better capture the local effort underway. This list is provided for those interested in the feedback provided by practicing superintendents interested in supplying evidence to their local boards of education. These examples can be used individually or in combination as a “starting point” for any superintendent compiling evidence for their professional growth plan.

As mentioned in the “example process,” it is recommended that the superintendent share the PGP evidence with the local board throughout the year. Don’t forget to include photos, media coverage (articles), or other anecdotal evidence to share with board members for each event whenever possible. The compiling and sharing of evidence is intended to indicate increased competence and growth by the superintendent in the desired standard.

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century.

The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.

- Developed procedures to increase transparency of BOE meetings with stakeholders
- Mission/vision planning initiative involving stakeholders across the district
- District rebranding planning mtgs.
- Board retreats/training as a team
- Revised and reviewed vision, mission & belief statements for the district with board & others
- Lead teaching and learning Committees
- Participation in instructional Rounds Process, Walk-throughs
- Lead budget Committee; Alignment of instructional revenue to instructional strategies
- Conducted analysis district and school level teams to align with vision and mission
- Established PBIS protocols in district
- Reviewed TELL Goals for all staff including classified and certified
- Conducted community Committees/Forums around 21st Century (10 c’s) Education Pipeline
- Monitoring protocols for efficiency and effectiveness
- Lead effort on comprehensive District Improvement Plan
- Reviewed Implementation and impact checks documentation
- Designed agendas and updates on effective school improvement activities

- Developed superintendent's Individual Growth Plan (IGP) aligned with state and local strategic priorities and objectives
- Superintendent's Individual Learning Plan (ILP) aligned with personal areas for growth
- Provided opportunities to demonstrate where staff can articulate the district's direction and focus
- Lead sessions to review student performance data
- Lead discussion with team on AdvancED documentation
- Provided district web page message linked to mission and vision
- Lead development of CCR/RTI model district-wide plan
- Conducted annual Leadership Retreat & Summit with board and district team
 - Review core values & goals
 - Reset/revise
- Participated in development of 5 year strategic plan for district
- Created DOI Plan and Implementation
- Facilitation, Development, Implementation of District Vision, Beliefs – share with all staff and community
- Strategic Plan Development/Implementation
- CCR increase – process design
- Lead effort to revise graduation policy concerning CCR and work ethic
- Created monthly “News & Notes” to staff on instructional innovation & “inspiration”
- Defining and communicating, then leading and working with PLCs/Instructional groups/advisory groups. FOCUS is INTENTIONAL
- Goal setting with every school.
- Gaps are addressed in CSIPs and schools report to Board progress made toward goals monthly.

Standard 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

- Implemented Instructional coaching training
- Conducted instructional administrator(s) meeting – 2x per month
- Developed PD plan that reflects written needs of staff
- Designed and implemented Focus on CCR goals – plan, feedback, celebrations
- Conducted One 2 One sessions every other month with each principal in school to review data, walk through feedback, and teacher-to-teacher process (PLC)
- Continuous learning plans implemented for self-guided professional learning
- Lead administrative PLCs monthly with principals and twice a month with district staff
- Lead CCR monitoring & GAK

- Lead monthly district leadership team meetings
- Lead the district in a process of Backwards Design (Understanding by Design by Wiggins & McTighe) to strengthen assessment and instruction focused on 3-11
- Lead in some portion of most professional development for staff
- Monthly meetings with each individual principal – focus on data, walkthroughs, etc.
- Revision & Monitoring Plan for instructional norms as well as rigor & engagement
- Lead Leadership meeting
- Periodic Review evaluation of programs
- Set PD according to identified needs from data sources
- Identify teacher Leaders to lead work on curriculum and assessment
- Modeling high expectations for all by serving as a teacher
- Utilize data and staff input to focus professional development
- Being highly visible regularly in classrooms
- Maintaining clear alignment of mission, vision, goals, and decisions and actions

Standard 3: Cultural Leadership

The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools.

The superintendent understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

- Development of Leadership PLC
- Relationship building w/students & parents
- Vision sharing – on how to serve our community
- K-12 focus meet with all principals/stakeholders at the same time so we all hear the same message
- Feedback from Listen & Learn sessions with stakeholders
- Create activities to do as an entire district for building sense of community
- Staff input on decisions – Google surveys, Survey Monkey
- Regular community involvement & interaction
- Develop agenda from summer training with all staff
- Comparison of current & prior years parent attendance at training & strategic planning meetings
- Created Aspiring Leader group comprised of talented teachers who want to be Principals
- Lead celebrations and actively solicits input from stakeholders – Distinguished Student celebration, Monday morning Superintendent's notes

- Summer Leadership Retreat where superintendent discussed Vision, Mission, Board Goals and staying focused!
- Created E3 Standards for all grade levels.
- Develop and conduct advisory Groups
- Links to webcasts for stake holders
- Recognize staff/students at board meetings regularly
- Developed student and parent advisory groups
- Developed discussion groups around beliefs about Teaching and Learning
- Building a “Team” concept here
- Provide principal summer retreat agenda
- Conduct new staff training program
- Hand written notes to all staff on events of recognition
- Community newspaper – provide good news regularly
- Offer coffee with the community sessions
- Participated in home visit program
- District Calendar awareness effort
- Celebrate success – multiple ways
- Community Open House at schools
- Attend City Meetings/Events
- Train staff on Customer Service
- Planned and provided Diversity Conferences
- Monthly student spotlight at Board meeting
- Regular attendance by administrators at PTO meetings
- Regular attendance at Civic meetings, such as Chamber of Commerce, Fiscal Court, City Council and Kiwanis
- Organize and support – Veterans Program, Ready Fest and Open House
- Provided multiple pathways for students to achieve at high levels.
- Focusing on student outcomes which go beyond compliance toward global competitiveness
- Participated in efforts in ensuring that resources are used effectively to support high quality instruction

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.

The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.

- Realignment/staffing procedures according to district needs
- Refined hiring process

- Designed improved staff recruitment efforts
- Developed new teacher induction and support program
- Lead district leadership team meetings
- Developed then revisited organizational flow chart
- Implemented a new teacher cadre in my district
- Summer Leadership Retreat – discussed importance/urgency of hiring process, evaluating, and building capacity of our teachers
- Outlined changes to employee hiring process
- Hiring procedures detailed and shared
- Employment training for new hires - ongoing
- Utilize TELL data to improve hiring/retention practices
- Support personnel in leadership roles for retention
- Review KY data collected with school leaders – Build consensus
- Growth Plan development training
- TELL and ValEd Survey results reviewed
- Section 7 Priority needs funding reviewed
- Job Fairs established and attended
- Talent Ed on-line hiring process
- New Teacher Induction Program developed
- Admin. Leadership Programs developed
 - Create a salary range
 - Mentoring programs
 - Lead by example: Ex. Completed Teach Scape Training
 - Tolerance/Civility Training
 - Succession Training – Empowering others

Standard 5: Managerial Leadership

The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

- Provide detailed information regarding finances at each board meeting
- Monthly financial statements provided to stakeholders
- Reorganize organization to get “people in the right seats on our bus”
- Late fall and monthly in spring, convene resource efficiency team meetings
- Tentative budget development through stakeholder engagement

- Lead LPC and Board to consensus to close a school building, moved 3 school buildings and re-configure grade levels
- Lead 2 cohort groups through initial Teachscape training and calibration
- Expanded use of Talent Ed system in the hiring process
- Lead an Aspiring Leaders group
- Leadership & Achievement teams meet weekly & monthly to analyze and act on data
- Headed up and lead district facility – Identify with Technology Coordinator and Head Maintenance Director annual upgrades for district
- Copy of policy revisions addressing #5 and driven by superintendent
- Budget Development process – copies of minutes & handouts from board work sessions. Tax hearing PowerPoint, video
- Development of school schedule of budget analysis/review to the BOE 2x annually to assist in budgeting planning.
- Work on DFP
- School safety report – review and share with stakeholders
- Model effective technology integration across district
- Improved efforts to identify budget needs through multiple sources
- Survey Stakeholders for tech – facilities needs
- Monitor /Budget – Attendance – Staffing periodically for trend data and share
- Presentations with faculty/student handbooks
- Stakeholder groups agendas/minutes
- PBIS Data shared with stakeholders
- Newsletters/Facebook/Emails to gather feedback
- Safe School Audit information shared
- Conduct local Financial Audits
- CSIP and CDIP Community Meeting
- Speakers and volunteers from community bureau
- Partnership with ACTC, MSU and KCU
- Facility Planning Committee
- Partnership with County Fiscal Court

Standard 6: Collaborative Leadership

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.

Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.

- Superintendent Community Leadership Council – shared vision and input opportunity
- Learning lunches 2 times per year

- CDIP planning and implementation effort
- Weekly admin meetings to keep staff informed and addressing concerns
- Advisory groups for input on development of strategic plan (staff, business leaders, students)
- Council of Council meeting 2 times per year
- Collaborate with Morehead State on New Craft Academy
- Created an Early College program for 11th 7 12th graders to obtain their associates degree before leaving HS
- Serves on PLTF with state
- Work with neighboring superintendents to develop Career Academy
- Career Academy – work with other districts in developing the Career Academy
- Engaged over 80 people in Strategic Planning
- Create/Lead Teacher Advisory Teams
- Conducted sessions so that Board mission “Found & Understood” by staff and students
- Committee makeup includes input from community
- CSIP and CDIP Community Meeting
- Speakers and volunteers from community bureau
- Partnership with ACTC, MSU and KCU
- Facility Planning Committee
- Partnership with County Fiscal Court
- Formed intentional partnerships with the following stakeholder groups:
 - KEA
 - Chamber of Commerce
 - Judicial
 - Health Department
 - DCBS
 - Other Superintendents
 - Local Businesses
 - Church Leaders
 - City Government
 - PTS
 - CIPL Parents
 - Board of Education Committees
 - Dual Credit Courses
 - Internships
 - Grants Consortia
 - MSU Cohort

- Parents
- LPC

Standard 7: Influential Leadership

The superintendent promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.

- Attend civic organizations – Rotary, Chamber of Commerce, etc.
- Guest speaker at civic organization meetings – share district news, listen
- Relationships with local legislators and politicians – intentional meetings
- Frequent conversations with chamber of commerce about progress in schools and events of interest
- I serve on LSAC
- I serve on SAC
- I serve on KHSAA Board of Control
- I Show up/Speak up beyond borders of district
- I Work with other districts & groups to have one voice to take needs to representatives and senators
- The School District Lead in the “Work Ready Community in Progress” application process
- Set & monitor Annual Board Goals
- Regular work sessions with Board of Education/school teams
- Developed a system of utilizing local business/civic/political network regularly cultivated for influence and information to contribute to our improvement plan.
- Attend local council, chamber meetings to share vision
- Meet with City, County, PVA
- Review KSBA Policies with team
- Provide feedback to legislators on new Bills/Laws
- I meet with School Councils
- I Meet (and share with Board of Education) with Regional Cooperative, Chamber, KASS
- Superintendent presentation to legislative education committee in Frankfort
- KSBA Community Forum joint board meeting/superintendent engaging community members
- Superintendent presentation to civic groups, re: Proposed legislation